

Leading from the Classroom: developing capacities of students and self

May include: Making decisions that reflect best practice and responsiveness to student needs; modeling positive learning and leadership behaviors for students; using theory to reflect upon and improve practice; increase knowledge and qualifications, like earning National Board Certification or an advanced degree

Vignette:

Susan is learning to let her high school science students take initiative for designing and conducting experiments, as well as demonstrating what they have learned. Prior to engaging with and earning National Board Certification, Susan was more likely to explain scientific concepts, provide students with data to analyze, and lead them through experiments. Over the past semester she has put more trust in the abilities of her students, and has stepped back to let them learn through doing scientific work rather than hearing about how to do it from her. This approach has allowed her to offer guidance and instruction as needed, and also to gather formative assessment data during class, which informs her design of subsequent lessons. Moreover, she is documenting the changes she makes and their impact on student learning to share with her colleagues.



Core Beliefs:

- Students' intellectual capacity develops through their learning environment.
- The role of the teacher is to shift responsibility for learning to the student.
- Developing sound thinking skills prepares students for college and career.
- Teachers must model intellectual curiosity and see themselves as learners.
- Teachers have professional knowledge born of experience that informs their actions.
- Learning must engage the heart as well as the mind.
- Parents are partners in their children's education.

Dispositions:

- Approach classroom learning from a student's point of view and plan accordingly.
- Provide opportunities for students to make meaning and create new knowledge.
- Invest planning and instruction with passion and energy.
- Reflect on personal effectiveness in helping students learn and continually strive to improve.
- Seek out and embrace new learning opportunities.
- Learn from and with colleagues.

Knowledge and Skills:

- Understand and apply current research on effective teaching practice.
- Apply content standards and curriculum frameworks.
- Understand and apply knowledge of how students learn.
- Make adjustments to accommodate students' individual learning needs and interests.
- Facilitate a student-centered classroom environment.
- Employ a variety of strategies to support authentic learning, student engagement and assessment.
- Possess cultural competency.
- Use listening to and questioning of students in ways that stretch students' thinking and make them feel valued.
- Collaborate with colleagues to support student growth.
- Collect and analyze student data regularly to make instructional decisions.
- Engage with technology to support instruction, make connections and locate resources.